

## Year 3/4 Core Subjects - Autumn 1

Mathematics	Literacy	Science
<p><b><u>Place Value</u></b></p> <p><b><u>Year 3</u></b></p> <ul style="list-style-type: none"> <li>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)</li> <li>Compare and order numbers up to 1,000</li> <li>Identify, represent and estimate numbers using different representations</li> <li>Read and write numbers up to 1,000 in numerals and in words</li> <li>Solve number problems and practical problems involving these ideas.</li> </ul> <p><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>Count in multiples of 6, 7, 9, 25 and 1,000</li> </ul>	<p><b>Theme – The Romans</b></p> <p>The children will be exploring a range of fiction and non-fiction texts to achieve the following objectives:</p> <p><b><u>LKS2 Reading</u></b></p> <ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> <li>i. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>ii. reading books that are structured in different ways and reading for a range of purposes</li> <li>iii. using dictionaries to check the meaning of words that they have read</li> <li>iv. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>v. identifying themes and conventions in a wide range of books</li> </ul> </li> </ul>	<p><b>PLANTS:</b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> <li>Roots grow downwards and anchor the plant.</li> <li>Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit.</li> <li>Nutrients (not food) are taken in through the roots.</li> <li>Stems provide support and enable the plant to grow towards the light.</li> </ul>

<ul style="list-style-type: none"> <li>Find 1,000 more or less than a given number</li> <li>Count backwards through 0 to include negative numbers</li> <li>Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s)</li> <li>Order and compare numbers beyond 1,000</li> <li>Identify, represent and estimate numbers using different representations</li> <li>Round any number to the nearest 10, 100 or 1,000</li> <li>Solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.</li> </ul> <p><b><u>Addition and Subtraction</u></b></p>	<ul style="list-style-type: none"> <li>vi. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>vii. discussing words and phrases that capture the reader's interest and imagination</li> <li>viii. recognising some different forms of poetry</li> <li>Understand what they read, in books they can read independently, by <ul style="list-style-type: none"> <li>i. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>ii. asking questions to improve their understanding of a text</li> <li>iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>iv. predicting what might happen from details stated and implied</li> <li>v. identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>vi. identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>Retrieve and record information from non-fiction texts.</li> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>Plants make their own food in the leaves using energy from the sun.</li> <li>Flowers attract insects to aid pollination.</li> <li>Pollination is when pollen is transferred between plants by insects, birds, other animals and the wind.</li> <li>Fertilisation occurs in the ovary of the flower.</li> <li>Seeds are formed as a result of fertilisation.</li> <li>Many flowers produce fruits which protect the seed and/or aid seed dispersal.</li> <li>Seed dispersal, by a variety of methods, helps ensure that new plants survive.</li> <li>Plants need nutrients to grow healthily (either naturally from the soil or from fertiliser added to soil).</li> </ul> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>Comparing the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser;</li> <li>Discovering how seeds are formed by</li> <li>Observing the different stages of plant cycles over a period of time;</li> </ul>
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<p><b><u>Year 3</u></b></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers mentally, including:             <ol style="list-style-type: none"> <li>1. a three-digit number and 1s</li> <li>2. a three-digit number and 10s</li> <li>3. a three-digit number and 100s</li> </ol> </li> <li>• Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</li> <li>• Estimate the answer to a calculation and use inverse operations to check answers</li> <li>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul> <p><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers with up to 4 digits using the formal written methods of columnar</li> </ul>	<p><b><u>LKS2 Writing</u></b></p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them.</li> <li>• Spell further homophones.</li> <li>• Spell words that are often misspelt.</li> <li>• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Increase the legibility, consistency and quality of their handwriting.             <ul style="list-style-type: none"> <li>• Plan their writing by:                 <ol style="list-style-type: none"> <li>i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>ii. discussing and recording ideas</li> </ol> </li> </ul> </li> <li>• Draft and write by:</li> </ul>	<ul style="list-style-type: none"> <li>▪ Looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</li> <li>▪ Observing how water is transported in plants, for example, by putting cut, white carnations into coloured water.</li> </ul> <p>Observing how water travels up the stem to the flowers.</p>
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<p>addition and subtraction where appropriate</p> <ul style="list-style-type: none"> <li>• Estimate and use inverse operations to check answers to a calculation</li> <li>• Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<ul style="list-style-type: none"> <li>i. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>ii. organising paragraphs around a theme</li> <li>iii. in narratives, creating settings, characters and plot</li> <li>iv. in non-narrative material, using simple organisational devices</li> <li>• Evaluate and edit by: <ul style="list-style-type: none"> <li>i. assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>ii. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>• Proofread for spelling and punctuation errors</li> <li>• Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Using the present perfect form of verbs in contrast to the past tense.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> </ul>	
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